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ABSTRACT

This competency-based preservice home economics teacher education module on clothing the individual and family is the first in a set of two modules on textiles and clothing in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education [MATCHE]--see CE 019 901-967.) Following a module objective and overview, two units of instruction are presented: (1) identifying needs (with lessons on values, needs, and resources; and comparative shopping) and (2) developing self-concept through clothing and personal appearance. Each unit includes an objective and overview. Lessons contain a narrative summary, suggested activities, and resources. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs [CE 019 900].) (CT)

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ECONOMICALLY DEPRESSED AREAS STRAND:

TEXTILES AND CLOTHING

MODULE III-D-1 CLOTHING THE INDIVIDUAL AND FAMILY

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1978

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MATCHE

Management Approach to Teaching Consumer and Homemaking Education

MATCHE is an individualized, competency-based preservice curriculum designed for home economics education students at the preprofessional, upper division level. MATCHE is a comprehensive curriculum based on selected objectives which give emphases in three areas: 1) consumer approach to homemaking education, 2) teaching home economics in economically depressed areas, and 3) establishing occupational programs related to home economics. The material for each subject matter area of home economics has been organized into these three strands, and includes an FHA-HERO emphasis. These subject matter areas are home economics education core, housing, foods and nutrition, textiles and clothing, human development, and management.

The MATCHE modules were written by subject matter specialists from various colleges and universities offering home economics and therefore each is unique in the approach used for the development of the objectives. The modules allow for differences in level of achievement, rate of learning, and learning goals. They may be used independently, combined into a sequential series, or as a random set of conceptual units. Any instructor using the material can easily adapt the material to a specific group of students, the locale, method of instruction, and available facilities. Learning may be facilitated by offering one module in conjunction with others.

As MATCHE is continuously up-dated by those using the curriculum, some concepts and objectives may be added and others deleted. The purpose is to continually strengthen the program for pre and inservice home economics teachers.

Guidelines for Use and Continuous Development of MATCHE are on file with Home Economics units in each of the fifty state departments of education plus all of the Home Economics Departments in California institutions offering home economics education. This booklet and proceedings from the four MATCHE workshops give background information concerning the purpose and development of the MATCHE project.

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MATCHE PROJECT

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CLOTHING THE INDIVIDUAL AND FAMILY

Module Objective

The MATCHE student will be able to assist individuals and families from low income areas in meeting their clothing needs and in providing a more positive self-concept of each individual.

Module Overview

The values and philosophy of clothing for the individual or family from an economically depressed area may vary greatly from those of the more affluent individuals. It is said that poverty is "well dressed" in the United States. One cannot distinguish the poor by his clothing. The role that clothing plays in the life of the low income individual and in the self-concept of that individual must be understood. The minimum needs, desires, and the alternatives available are essential factors to consider in making clothing choices.

This module is divided into the following units:

Unit 1: Identifying Needs

Unit 2: Developing Self-Concept Through Clothing and Personal Appearance

Note: This module can be used to acquaint the student with one particular type of EDA family. For various ethnic, cultural groups, inner city families and families in particular regions of the United States, additional objectives and activities should be developed.

UNIT 1

IDENTIFYING NEEDS

Objective

The MATCHE student will be able to assist representatives from economically depressed areas in planning a flexible wardrobe for their families based on values, needs, income, family size, age and composition, physical environment, roles, and physical ability. The identification of needs and the plan will be satisfactory to all of the individuals based on valid preselected criteria of satisfaction.

Overview

The purpose of this unit is to understand the influence that values, needs, income, family size, age and composition, environment, roles, and ability have on the selection of clothing, and to explore ways of assisting individuals or families with meeting clothing needs. Sources of clothing will be considered to meet the minimum needs with funds available.

Lesson 1: Values, Needs, and Resources

The narrative summary, all of the resources and the activities presented in this lesson will help you to identify some of the values, needs, wants or desires of the economically depressed and resources which might be used to help solve some of their clothing needs.

Narrative Summary

In order to work effectively with any group, one should prepare himself by reading as much about the group as possible from authentic sources and by observing the group where possible. One needs to understand what persons think is important in life (values) and what their aspirations are (wants, desires, and goals). They may not have the same values and goals as you have. You need not adopt or even feel that their values and goals are good, but you must understand what they are.

You may wish to review or refer to three MATCHE modules which give additional material and background for this specific lesson. These are:

Clothing Needs of Individuals
Utilizing Resources for Clothing and Textiles
Life Style Characteristics of Economically Depressed Areas.

Suggested Activities

1. Identify what is considered an economically depressed area or low-income family at the present time.
2. Read Jenkins and Dickey's research report "Consumer Types Based on Evaluative Criteria Underlying Clothing Decisions." Home Economics Research Journal (March) 1976, and Carolyn Kundel's research "Clothing Practices and Preferences of Blue-Collar Workers and Their Families" Home Economics Research Journal (June) 1976.

Write a one-page paper stating implications for assisting EDA families with clothing problems.

3. Interview a person from a community agency that works with families in EDAs. Discuss the observed clothing needs of EDA individuals and families and how these needs are met.
4. Read or review at least three references from the suggested resources and identify some general characteristics of special EDA groups.
5. Visit various public and private social agencies in your community to determine the location and type of clothing sources available. Check the telephone directory under "Used Clothing."
6. Determine the availability of alternate clothing sources. Visit the various clothing sources, if available, to determine their location, store hours, amount, type, and condition of clothing. Use the chart provided, but add other resources or information if available.

Suggested Resources

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- "Poverty in 1970," Family Economics Review. U.S. Department of Agriculture. ARS-62-5. December 1971.
- Rivera, Feliciano. A Guide to the Study of the Mexican-American. San Jose, California: Spartan Bookstore, 1969.

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- Steiner, Stan. La Raza the Mexican Americans. New York: Harper and Row, 1968.
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- Wagenheim, Kal. A Survey of Puerto Ricans on the U.S. Mainland in the 1970s. New York: Praeger, 1975.
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Sources of Less Expensive Clothing

	Name & Address Phone Number	Hours Open	Date(s) Visited	Evaluation of the type, amount, quality of clothing available
1. Flea Markets permanent				
occasional but consistent	Rummage sale in the downtown business district			
2. Goodwill or similar stores				
3. Charitable organizations				
4. Factory outlets or discount stores				
5. Garage or yard sales				
6. Other				

Your written report and reading will serve as progress check. Discuss with your instructor.

Lesson 2: Comparative Shopping

The narrative summary, all of the resources, and the activities presented in this lesson will enable you to identify family needs and will help plan for the satisfaction of those needs based on valid preselected criteria.

Narrative Summary

People often forget that a retail store is only one of many places an individual may get suitable clothing. Other sources are:

1. one member of a family to another
2. one family to another family
3. gifts
4. garage or yard sales
5. bazaars or flea markets
6. second-hand stores such as Goodwill
7. newspaper advertisements (individual people)
8. sewing your own clothing

Some clothing from these sources, although previously worn, may be of better quality than could be purchased for the same amount new. Some shops or bazaars receive garments from individuals with large expensive wardrobes who dispose of them after little or no wear. Minor changes may need to be made, but often changes need to be made on new garments from a retail store also. Those with creative sewing abilities can often update and renovate these clothes.

If the economically depressed individual or family has access to or has a sewing machine some clothing can be made better and less expensively than could be purchased in comparable garments. If the mother is working full time and managing the home she may have little time to sew. Also if a sewing machine is not available, hand sewing is very time consuming and may limit its possible use.

The price and quality for the same garment at different types of stores will vary. An expensive garment is not always well made and of good material. Conversely, an inexpensive garment is not always of poor materials or poor quality. Therefore in order to be a good consumer an individual needs to know what to look for in garments and textiles. He also needs to relate this to the expected wear, life, and care of the garment.

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New clothing may be purchased at:

1. specialty shops (usually more expensive)
2. department stores (cost depends on the store)
3. volume merchandise store (moderate to low price)
4. discount stores (moderate to low price)
5. some supermarkets and drug stores (usually low priced)
6. mail order catalogues (usually moderate, but could be high)

This lesson will give you some first hand experience in selecting clothing for an EDA individual and evaluating your choice.

Suggested Activities

1. Write a case study describing in detail of a family on a low-income. Be specific about clothing needs. Submit case study to instructor. Selected case studies to be basis for following activities.)
2. Select three items of clothing needed by family. Complete the chart on p. 10.
3. Visit at least two clothing shops in an EDA. Listen to the conversation of the customers while shopping. What seems to be the criteria used in their shopping? What seems to make a particular item attractive to them?
4. If possible, spend an afternoon with a class of high school students and consider:

Where do they like to shop? Why?

How do they feel about hand-me-downs, make-overs?

What do they consider a quality item?

Clothing Comparison Cost Chart

1. Select three items of clothing.
2. Check the price and evaluate the quality in a high, moderate, and low-priced store.
3. Check the price of yardage, pattern, and accessories to make these same garments.
4. Evaluate the information and determine for the expected usage of the garment and the amount of money available what the best choice might be for each garment.

Item chosen	Price & quality expensive store	Price & quality moderate store	Price & quality low cost store	Price of yard- age and access- ories for same/ garment	Evaluation
1.					
2.					
3.					

Answer the following questions in relation to the Clothing Comparison Cost Chart.

1. What were the differences in quality of the garments between the different stores? Price?
2. Was the quality of the yardage as good as the quality of material in the garment at the expensive, moderate, or less expensive store?
3. Was there any item of clothing that was cheaper to buy than to make?
4. Was there an item of clothing that was cheaper to make than to buy?
5. Was there a used clothing outlet where you could have purchased these items with good quality at a less expensive price?
6. Are these sources available consistently? Occasionally?

7. Are they convenient or do you need to spend considerable money and travel quite a distance to shop at them?
8. Do you have any negative feelings about wearing used clothing so long as it is clean and in style?
9.
 - a. Would you need to make any renovation to the garment to make it stylish?
 - b. Do you have the ability to make that renovation?
 - c. How much would it cost in time and other materials to make the renovation?
10. Were there any adjustments needed to any of the new garments you evaluated?

Suggested Resources

Brock, Della, and Lorraine Bodger. Gladrags: Redesigning, Remaking, Refitting All Your Old Clothes. New York: Simon and Schuster, 1974.

Chambers, Helen G., and Verna Moulton. Clothing Selection. New York: J. B. Lippencott, 1969.

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Editors of Time-Life Books. Restyling Your Wardrobe. New York: Time-Life Books, 1976.

Forbes, Kathryn. Mama's Bank Account. New York: Harcourt, Brace, Jonanovich, 1968.

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Hammer, Earl, Jr. Spencer's Mountain. New York: Dial Press, 1961.

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Progress Check

The Cost Comparison Chart and summary of observations serve as a progress check for this lesson.

UNIT 2

DEVELOPING SELF-CONCEPT THROUGH CLOTHING AND PERSONAL APPEARANCE

Objectives

The MATCHE student will be able to assist individuals from economically depressed areas to determine positive personal characteristics and ways to emphasize these through dress and personal grooming to promote a positive self-image.

The MATCHE student will be able to assist persons from economically depressed areas in identifying the sociopsychological aspects of clothing and appearance and the relationship to employability through various situations such as group discussions, modeling experiences, and role playing. The assistance provided will be evaluated by the individuals for completeness, clarity, and effectiveness based on preselected criteria.

Overview

The purpose of this unit is to identify ways in which students can assist individuals from low income areas in acquiring positive personal characteristics and to help them emphasize these through dress and personal appearance. The sociopsychological aspects of clothing will also be identified along with their relation to employability. You must understand the importance of a positive self-image to the individual from the economically depressed area.

Lesson: Developing Self-Concept Through Clothing and Personal Appearance

The narrative summary, all of the resources and activities presented in this lesson will enable you to develop a better self-concept through the use of clothing and personal appearance.

Narrative Summary

When an individual looks good he feels good and has a more positive self-concept. Clothing should be chosen to enhance the wearer in every way possible--color, line, design, etc., and thus enhance the self-concept.

In the term "economically depressed," notice the word "depressed." We want to use clothing and grooming as tools to help change these persons "depression" and help develop a better self-concept.

We all know how a new item of clothing lifts our spirits. The economically depressed have less money and therefore do not get that "lift" as frequently as those with a more adequate income. However, by good planning, the economically depressed can look as well groomed as or better than those who have much money but no organization. By being well coordinated, the economically depressed have a better chance of getting a job, and thus partially relieving their depressed economic state by increasing their income.

Suggested Activities

1. Read at least four current articles or two research articles regarding clothing and self-concept. Review your list of suggestions in working with families from EDAs and their clothing needs (Unit 1, Activity 1). Revise, add or delete as necessary. Submit to your instructor.
2. Prepare a questionnaire to use for an interview with employers.
3. Make an appointment with three employers to interview them regarding what is suitable attire for a potential employee.

Tape record the interviews if the employer approves. The tapes can then be played to help many of the economically depressed determine what is suitable working clothing. The interviews should be with as wide a range of employers as possible. (Example: a store owner, someone who employs a secretary, a cannery worker, or factory worker).

After completing the activities in this unit,
you should be ready to take the Module Posttest.
See your instructor.

MODULE PRE/POSTTEST

Clothing the Individual
and Family

Student _____

Instructor _____

Date _____

Student: This pre/posttest will assess your knowledge of the information presented in this module. You need study only those units that are prescribed on the basis of pretest results.

1. What is the difference between needs and desires in clothing?
2. Who are the economically depressed in America at the present time?
List at least three groups.
 - a.
 - b.
 - c.
3. Identify three ways the characteristics of the economically depressed influence their choice of clothing?
 - a.
 - b.
 - c.
4. How might an inventory of the family's clothing help in determining what clothing is needed?

Pre/posttest (continued)

5. List three ways in which a basic color scheme might help make less clothing needed.

a.

b.

c.

6. List three or more sources of used clothing available to the economically depressed in your community.

a.

b.

c.

7. Identify a store which would provide clothing in each category--high priced, medium priced, low priced.

High priced:

Medium priced:

Low priced:

8. List three differences in clothing construction and appearance of garments between low, medium, and high priced stores.

a.

b.

c.

Pre/posttest (continued)

9. Describe three advantages and three disadvantages of the low-income family making their own clothing.

Advantages a.

b.

c.

Disadvantages a.

b.

c.

10. Explain four ways in which a garment's life may be extended by proper care and four creative ways garments may be renovated or repaired for continued wear.

Care a.

b.

c.

d.

Renovation or Repair

a.

b.

c.

d.

Return this test to your instructor for evaluation.

ANSWER KEY
MODULE PRE/POSTTEST

Clothing the Individual and Family

Instructor: Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. A need is something required to survive such as clothing to prevent freezing or sunburn. Need could be expanded to include good mental health such as suitable clothing to be accepted. A desire is something one would like, but is not essential.
2. Economically depressed groups in America today might include:
 - a. the elderly
 - b. the handicapped
 - c. ethnic minorities such as:
 - the American Indians and Eskimo
 - Mexican
 - Blacks
 - Orientals
 - Puerto Ricans
 - Cubans
 - d. poor whites
3.
 - a. All people shop where they feel comfortable.
 - b. The economically depressed may have more negative feelings about wearing used clothing than the rest of the population. Used clothing may reinforce their feelings of being poor.
 - c. Expensive or "flashy" clothing may be a way of camouflaging their poverty or providing a mental escape mechanism they can afford.
 - d. "The poor buy more than they can afford and so undertake too much debt." Alan R. Andreasen, "The Differing Nature of Consumerism in the Ghetto."
 - e. . . . most of the poor "do not use more deliberation, consult more sources, or shop more widely to get the best buys." (Andreasen).
 - f. Clothing is maybe chosen for beauty, color, and conformity rather than durability.
 - g. Pride.
4.
 - a. Help determine where there is adequate clothing and where clothing is needed.
 - b. When one knows what clothing is needed, one can watch for sales and make a plan for clothing expenditures.

Pre/posttest Answer Key (continued)

5.
 - a. Shoes, socks, blouses, etc., may be worn with more outfits and still match the color.
 - b. Blouses and skirts may be mixed and matched.
 - c. One basic outfit may be worn more often by the use of scarves, collars, jewelry and other accessories.
6. This will depend on the community, but may include thrift stores, swap meets, flea markets, yard or garage sales, bazaars, gifts from other people or from other members of the family.
7. Expensive stores: specialty shops, or I Magnins, Bullock's, Liberty House. Moderately priced stores: Sears, Penney's, Montgomery Ward, Mervyn's. Stores with low-priced clothing: Payless, K-Mart, grocery stores, Sproun-Reitz. Other answers are acceptable.
8.
 - a. Size of stitch length--longer for lower priced garments.
 - b. Width of seam allowance--wider in more expensive clothing and narrower in less expensive clothing (woven fabrics). Knits may differ; even expensive knits may have overcast seams.
 - c. Width of hem--wider hem in more expensive clothing (depending on the shape of the skirt) and usually narrower in less expensive clothing.
 - d. Style--may be more stylish in more expensive store.
 - e. Material--use of better quality material in more expensive clothing. Use of more expensive fibers in material used.
 - f. Cut of tailored items.
 - g. Other answers if suitable.
9. Advantages:
 - a. Often children's garments can be made from the scraps of new fabric left over from other garments that are made for adults.
 - b. If the individual can sew well, garments can be of high quality for the same amount of money as buying a moderate or low cost garment.
 - c. Fabric and sewing accessories may be preshrunk so that they will not shrink later.
 - d. Styles and allowances for growth may be incorporated into garments that are made.
 - e. Clothing can be made to fit the individual's figure variations.
 - f. Other suitable answers.

Disadvantages:

- a. If the mother is working she may not have the time or energy to sew.
- b. If the family does not own or have access to a sewing machine, the cost of purchasing a machine may be prohibitive. Sewing by hand is too time consuming, and the time might be spent on other activities that might be more profitable to the family.
- c. A person must have some knowledge and training to sew.
- d. Other suitable answers.

Pre/posttest Answer Key (continued)

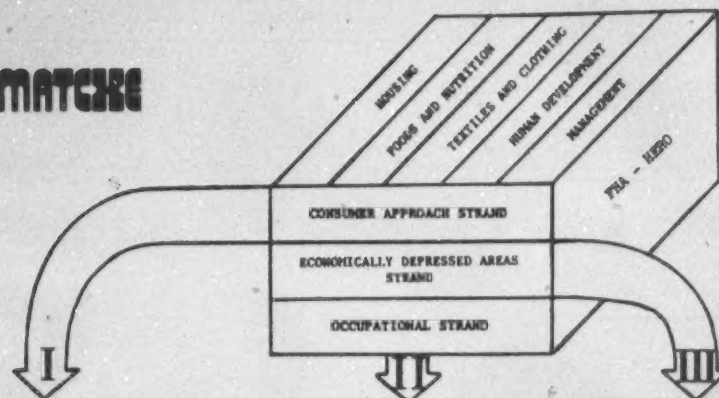
10. Care:

- a. Change clothing as soon as one gets home from work or school.
- b. Sew buttons on as soon as they become loose so they will not be lost.
- c. Mend small tears or breaks in seams before they become larger.
- d. Hang clothes up so that they do not have to be laundered or pressed more often than necessary.
- e. Treat spots before they set.
- f. Scotchgard children's clothing to prevent staining.

Renovated:

- a. Cut off jeans when they become too short for children; use them as shorts.
- b. Use decorative patches over rips or tears. Make your own patches from printed fabric and press on adhesive.
- c. Make blouses or tunics from dresses that are too short if they are suitable in style.
- d. Make skirts for children from the legs of men's pants.

MATCHRE



A. CORE: CONSUMER APPROACH TO HOMEMAKING EDUCATION 1 Life Styles and the Consumer 2 Community Consumer Resources 3 Consumer Rights and Responsibilities 4 Incorporating the Consumer Approach in Homemaking Classes	CORE: ESTABLISHING OCCUPATIONAL PROGRAMS 1 Analysing Job Market Opportunities 2 Developing Occupational Programs 3 Implementing Occupational Programs 4 Evaluating Occupational Programs	CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRESSED AREAS 1 Characteristics of Economically Depressed Areas 2 Life Style Characteristics of Economically Depressed Areas 3 Community Resources for Economically Depressed Areas 4 Developing and Implementing Programs for Economically Depressed Areas
AREA (Module) PACKAGES	AREA (Module) PACKAGES	AREA (Module) PACKAGES
B. HOUSING 1 Consumer Use of the Community 2 Procedures for Selecting a Community 3 Procedures for Selecting Housing 4 Shopping for a Home Loan 5 Procedures for Selecting Furnishings 6 Maintenance Procedures for Surfaces, Furniture, and Appliances	HOUSING 1 Occupational Opportunities Related to Housing and Interiors 2 Required Skills for Retail Sales of Furnishings and Related Household Items	HOUSING 1 Low Income Housing 2 Government Housing Programs 3 Low Income Furnishings
C. FOODS AND NUTRITION 1 Technological, Sociological, Ecological, and Environmental Factors Related to Food 2 Regulatory Agencies Responsible for Wholesomeness and Quality of Foods 3 Consumer Aspects in Planning Meals 4 Cultural Food Patterns 5 Influence on Food Prices	FOODS AND NUTRITION 1 Occupational Opportunities Related to Foods and Nutrition 2 Operations and Activities of a Food Service Operation 3 Managing a Food Service Operation	FOODS AND NUTRITION 1 Food Availability in Economically Depressed Areas 2 Low Income Food Patterns 3 Meal Management on a Low Income
D. TEXTILES AND CLOTHING 1 Consumer Approach to Textiles and Clothing 2 Sociological, Psychological, and Economic Factors Affecting Clothing Selection 3 Clothing Needs of Individuals 4 Applications and Implications of New Technology in Textiles and Clothing	TEXTILES AND CLOTHING 1 Occupational Opportunities Related to Textiles and Clothing 2 Assembly Line Garment Construction 3 Merchandising Textiles and Ready-To-Wear	TEXTILES AND CLOTHING 1 Clothing the Individual and Family 2 Utilizing Resources for Clothing and Textiles
E. HUMAN DEVELOPMENT 1 Societal Changes Affecting the Family 2 The Relationship Between Spending Patterns and Interpersonal Relationships 3 Financial Pressures in Various Life Styles and Cycles 4 Individuals and Families in Crisis 5 Consumer Aspects of Parenthood	HUMAN DEVELOPMENT 1 Occupational Opportunities Related to Human Development 2 Children's Center Aide 3 Developing Programs for Preschool Children 4 Convalescent Home Aide	HUMAN DEVELOPMENT 1 Characteristics of Economically Depressed Area Families 2 The Child and the Economically Depressed Area Family 3 Resources for the Economically Depressed Area Family
F. MANAGEMENT 1 Relationship Between National and Consumer Economics 2 Consumer Legislative Issues 3 Environmental Issues and the Consumer 4 Financial Management 5 Family and Individual Credit Management 6 Management View of the Multiple Role 7 The Metric System	MANAGEMENT 1 Occupational Opportunities Related to Home Management and Supporting Services 2 Occupational Preparation for Jobs Utilizing Housekeeping Skills	MANAGEMENT 1 Management Skills 2 Money Management 3 Marketing Practices in Relation to Low Income Clientele